



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12511724  
SAU: MSAD 57  
School: Line Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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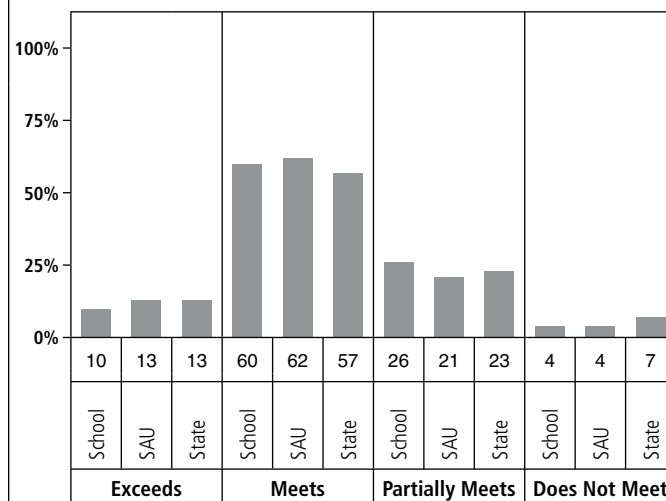
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

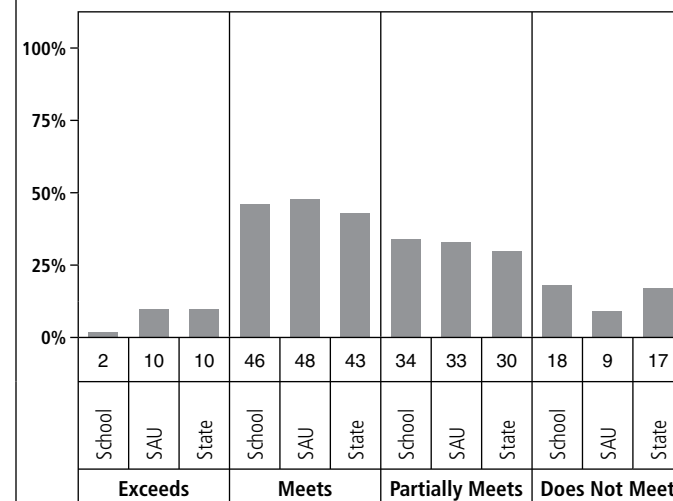
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	645	645	644
2006–2007	641	645	646
<b>2007–2008</b>	<b>647</b>	<b>649</b>	<b>648</b>
Cum. Avg. *	644	646	646
<b>Mathematics</b>			
2005–2006	637	639	641
2006–2007	632	639	643
<b>2007–2008</b>	<b>638</b>	<b>645</b>	<b>642</b>
Cum. Avg. *	635	641	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	51	100	266	100	14365	100	51	100	266	100	14266	99	51	100	266	100	14268	99												
Ethnicity African American/Black	0	0	5	2	418	3	0	0	5	100	407	97	0	0	5	100	413	99												
American Indian or Native Alaskan	1	2	1	0	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	3	6	8	3	249	2	3	100	8	100	249	100	3	100	8	100	248	100												
Hispanic	0	0	1	0	149	1	0	0	1	100	147	99	0	0	1	100	147	99												
Caucasian/White	47	92	251	94	13438	94	47	100	251	100	13353	100	47	100	251	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	7	14	41	15	2518	18	7	100	41	100	2479	99	7	100	41	100	2479	99												
Current LEP	0	0	1	0	349	2	0	0	1	100	339	97	0	0	1	100	344	99												
Economically disadvantaged	17	33	76	29	5335	37	17	100	76	100	5277	99	17	100	76	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	40	78	208	78	11613	81	40	78	209	79	11626	81												
Identified disability (PET/IEP)	0	0	3	1	373	3	0	0	3	1	373	3												
LEP	0	0	1	0	187	2	0	0	1	0	187	2												
504 plan	0	0	4	2	149	1	0	0	4	2	150	1												
<b>Participation with accommodations</b>	10	20	56	21	2451	17	10	20	55	21	2446	17												
Identified disability (PET/IEP)	6	60	36	64	1909	78	6	60	36	65	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	4	40	8	14	85	3	4	40	8	15	84	3												
Other	0	0	12	21	350	14	0	0	11	20	335	14												
<b>Participation through alternate assessment (PAAP)</b>	1	2	2	1	197	1	1	2	2	1	196	1												
Identified disability (PET/IEP)	1	100	2	100	197	100	1	100	2	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	3	5	28	9	1176	8
	2006-2007	2	3	22	8	1132	8
	<b>2007-2008</b>	<b>5</b>	<b>10</b>	<b>35</b>	<b>13</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	10	6	85	10	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	34	58	164	56	7612	51
	2006-2007	35	49	149	52	8127	57
	<b>2007-2008</b>	<b>30</b>	<b>60</b>	<b>163</b>	<b>62</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	99	55	476	56	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	16	27	71	24	4080	27
	2006-2007	22	31	69	24	3549	25
	<b>2007-2008</b>	<b>13</b>	<b>26</b>	<b>55</b>	<b>21</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	51	28	195	23	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	10	32	11	2005	13
	2006-2007	13	18	44	15	1478	10
	<b>2007-2008</b>	<b>2</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>981</b>	<b>7</b>
	Cum. Total*	21	12	87	10	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	32.1	57.3	33.4	59.6	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	15.7	56.1	16.5	58.9	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.4	58.6	16.9	60.4	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	5	10	30	60	13	26	2	4	647	264	13	62	21	4	649	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										5	0	80	20	0	650	399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	3										8	13	63	13	13	649	247	16	60	20	4	650
Hispanic	0										1						145	8	45	34	14	643
Caucasian/White	46	5	11	28	61	12	26	1	2	648	249	14	62	20	4	649	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	2	33	2	33	636	39	0	38	41	21	638	2282	2	29	42	27	636
No	44	5	11	28	64	11	25	0	0	648	225	16	66	17	1	651	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										1						329	4	44	30	22	640
No	50	5	10	30	60	13	26	2	4	647	263	13	62	21	4	649	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	17	1	6	10	59	5	29	1	6	644	75	5	61	29	4	645	5153	6	51	31	12	643
No	33	4	12	20	61	8	24	1	3	649	189	16	62	17	4	650	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	50	5	10	30	60	13	26	2	4	647	264	13	62	21	4	649	14057	13	57	23	7	648
<b>Gender</b>																						
Female	23	4	17	14	61	5	22	0	0	651	121	18	61	17	3	651	6967	16	59	20	5	650
Male	27	1	4	16	59	8	30	2	7	644	143	9	62	24	5	647	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	50	5	10	30	60	13	26	2	4	647	264	13	62	21	4	649	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	3										22	68	32	0	0	663	557	50	48	2	0	661
No	47	4	9	28	60	13	28	2	4	646	242	8	64	23	5	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 66 28 4	0 2 3 0	0 6 21 0	0 20 9 1	0 61 64 50	1 9 2 1	100 27 14 50	0 2 0 0	0 6 0 0	636 645 653 642	3 63 32 3	0 15 12 0	14 62 68 43	57 19 18 57	29 5 1 0	635 649 650 642	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 58 8 4	3 2 0 0	20 7 0 0	8 20 2 0	53 69 50 0	4 6 2 1	27 21 50 50	0 1 0 1	0 3 0 50	649 648 642 631	45 46 6 3	20 9 0 0	62 68 44 14	17 20 44 29	2 3 13 57	651 648 641 632	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	34 42 20 4	2 3 0 0	12 14 0 0	12 11 5 2	71 52 50 100	3 7 3 0	18 33 30 0	0 0 2 0	0 0 20 0	651 646 640 652	27 51 20 2	28 11 0 0	58 66 60 40	10 22 28 40	4 1 11 20	653 649 643 641	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 67 16	1 3 1	13 9 13	3 22 4	38 67 50	2 8 3	25 24 38	2 0 0	25 0 0	642 649 646	18 73 9	13 14 9	48 66 52	22 19 35	17 1 4	645 650 645	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 57 35	0 3 2	0 11 12	1 15 13	25 54 76	2 9 2	50 32 12	1 1 0	25 4 0	637 647 650	9 56 35	0 11 20	42 65 62	38 20 17	21 3 1	638 648 652	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	58 42 0	3 2 0	10 10 0	17 13 0	59 62 0	8 5 0	28 24 0	1 1 0	3 5 0	647 646 0	58 41 1	15 11 0	63 62 0	19 21 50	3 6 50	650 648 627	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	26 52 8 14	0 5 0 0	0 19 0 0	9 14 3 4	69 54 75 57	4 7 0 2	31 27 0 29	0 0 1 1	0 0 25 14	646 649 643 644	18 55 11 16	15 17 4 5	66 62 71 55	13 19 21 31	6 2 4 10	650 650 646 644	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	0 0 67 33	0 0 0 0	0 0 0 0	1 0 1 1	50 100 0 0	1 0 0 0	50 0 0 0	0 0 0 0	0 0 0 0	641 0 641 650	25 0 50 25	0 0 0 0	0 50 50 100	0 50 50 0	100 0 0 0	624 0 641 650						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	4	7	17	6	1463	10
	2006-2007	2	3	26	9	2092	15
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>26</b>	<b>10</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	7	4	69	8	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	14	24	112	38	5914	40
	2006-2007	19	26	98	34	5731	40
	<b>2007-2008</b>	<b>23</b>	<b>46</b>	<b>127</b>	<b>48</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	56	31	337	40	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	30	51	109	37	4494	30
	2006-2007	23	32	93	32	4175	29
	<b>2007-2008</b>	<b>17</b>	<b>34</b>	<b>87</b>	<b>33</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	70	39	289	34	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	11	19	58	20	3014	20
	2006-2007	28	39	70	24	2308	16
	<b>2007-2008</b>	<b>9</b>	<b>18</b>	<b>24</b>	<b>9</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	48	27	152	18	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	8.9	46.8	9.9	52.1	9.6	50.5
Cluster 2: Shape and Size	15	27	6.7	44.7	8.4	56.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.7	52.9	4.6	65.7	4.2	60.0
Cluster 4: Patterns	15	27	7.2	48.0	8.1	54.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	1	2	23	46	17	34	9	18	638	264	10	48	33	9	645	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										5	0	40	60	0	642	409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	3										8	0	63	25	13	643	247	13	50	25	13	646
Hispanic	0										1						145	9	32	34	25	638
Caucasian/White	46	1	2	22	48	15	33	8	17	639	249	10	48	32	9	645	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	1	17	4	67	620	39	0	26	44	31	632	2283	2	18	31	49	627
No	44	1	2	22	50	16	36	5	11	641	225	12	52	31	5	647	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										1						339	5	22	32	41	631
No	50	1	2	23	46	17	34	9	18	638	263	10	48	33	9	645	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	17	0	0	7	41	5	29	5	29	634	75	3	48	35	15	640	5160	4	34	36	26	636
No	33	1	3	16	48	12	36	4	12	640	189	13	48	32	7	647	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	50	1	2	23	46	17	34	9	18	638	264	10	48	33	9	645	14065	10	43	30	17	642
<b>Gender</b>																						
Female	23	0	0	13	57	8	35	2	9	641	121	9	49	36	7	645	6974	10	43	31	16	642
Male	27	1	4	10	37	9	33	7	26	636	143	10	48	31	11	644	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	50	1	2	23	46	17	34	9	18	638	264	10	48	33	9	645	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	3										22	45	50	5	0	660	557	53	42	4	0	663
No	47	1	2	20	43	17	36	9	19	637	242	7	48	36	10	643	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 57  
School: Line Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	600	3	0	43	14	43	632	6	6	33	31	31	635
B. less than one hour	66	1	3	15	45	10	30	7	21	638	63	10	49	31	10	645	56	11	43	30	16	643
C. one to two hours	28	0	0	8	57	5	36	1	7	642	32	10	51	34	5	646	34	11	45	30	14	644
D. more than two hours	4	0	0	0	0	2	100	0	0	637	3	0	14	71	14	635	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	40	1	5	11	55	7	35	1	5	643	48	12	52	31	5	647	45	14	47	28	11	646
B. They match some of what I have learned.	46	0	0	12	52	7	30	4	17	639	42	9	50	32	9	644	43	8	43	33	17	641
C. They match just a little of what I have learned.	14	0	0	0	0	3	43	4	57	623	9	0	29	42	29	633	9	6	30	33	32	635
D. There is no match.	0										1	0	0	50	50	626	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	1	8	8	62	2	15	2	15	643	33	19	64	15	2	652	29	24	51	17	8	651
B. good	39	0	0	9	47	7	37	3	16	638	40	7	54	33	7	644	48	6	45	33	16	641
C. fair	29	0	0	5	36	6	43	3	21	635	23	3	24	54	19	637	19	1	29	42	28	634
D. poor	6	0	0	0	0	2	67	1	33	629	4	0	0	60	40	627	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	24	0	0	2	17	5	42	5	42	627	25	8	38	34	20	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	67	1	3	21	64	9	27	2	6	643	65	9	54	33	5	646	62	9	45	31	14	643
C. easier than my regular schoolwork	8	0	0	0	0	2	50	2	50	629	10	19	42	27	12	647	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	52	0	0	12	46	8	31	6	23	636	59	9	50	31	10	644	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	46	1	4	11	48	8	35	3	13	640	40	11	48	33	9	645	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	100	0	0	630	1	0	33	67	0	639	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	10	0	0	0	0	4	80	1	20	631	22	5	52	34	9	644	17	8	39	30	22	639
B. two or three days a week	34	0	0	8	47	6	35	3	18	638	38	12	45	34	9	645	34	11	44	31	14	643
C. two or three times each month	26	0	0	6	46	4	31	3	23	638	22	10	50	31	9	646	31	12	44	29	15	644
D. never or almost never	30	1	7	9	60	3	20	2	13	641	18	9	50	30	11	643	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	1	100	0	0	640	4	0	50	30	20	639	11	11	37	29	23	641
B. two or three days a week	32	0	0	7	44	6	38	3	19	637	40	12	50	33	6	646	32	11	44	30	15	643
C. two or three times each month	40	0	0	11	55	6	30	3	15	640	38	6	51	35	8	645	32	11	45	30	15	643
D. never or almost never	26	1	8	5	38	4	31	3	23	637	18	15	40	29	17	643	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	1	33	2	67	0	0	635	5	0	25	50	25	634	7	6	29	33	32	635
B. 30–45 minutes	53	1	4	12	46	9	35	4	15	638	37	7	48	35	9	642	37	8	39	34	20	640
C. 45–60 minutes	39	0	0	9	47	5	26	5	26	638	39	10	51	30	9	646	42	13	47	28	12	645
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	650	19	14	51	29	6	648	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										25	0	0	0	100	616						
B.	0										0											
C.	67	0	0	0	0	1	50	1	50	633	50	0	0	50	50	633						
D.	33	0	0	0	0	1	100	0	0	640	25	0	0	100	0	640						